

1. Welcome the participant
2. Start a new interview protocol through network interviewer.
3. Remember to add the correct participant ID.
4. Request permission to record the session
5. If request granted, make sure to
 - a. turn on captions and
 - b. start the recording
6. Explain the general procedures of this interview
 - a. proctored (you are available to help and clarify and guide participants through the survey)
 - b. using the "control my screen option"
 - i. You can give participants control over you screen through the "remote control" option in the zoom tool bar
7. Share your screen (the interviewer survey open)
8. Hand over remote control

CoachV5.netcanvas

An interactive survey to contextualize the experiences of instructional coaches in alternative licensure programs in special education.



LAST MODIFIED: 5/8/2023, 6:33:23 PM

SCHEMA VERSION: 7

DOCUMENT CREATED: 4/8/2024 3:03:13 PM

9. Guide participants through each section of the interview.
10. You can ask follow up questions, if you think the typed answer is a bit brief or vague, or incomplete. Because we are recording, it is ok if the participant does not edit and/or add on to their typed answer; you do not need to try to type up or handwrite their additional information either.

Contents

STAGES

1. Coach information
2. Coaching Setting and Job Context
3. Job Satisfaction
4. Name Generator
5. Alter_Information
6. AlterInfo_1
7. Professional Support
8. Social Support
9. Emotional Support
10. Edge Maker
11. ties generators
12. Data Permissions

CODEBOOK

Ego

NODE TYPES

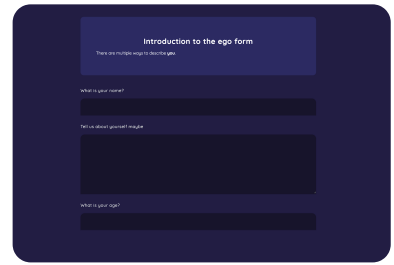
 Person

EDGE TYPES

 Colleague

1

Coach information





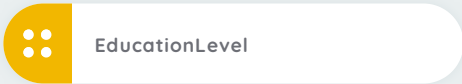
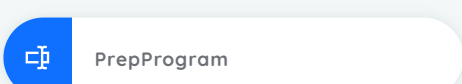
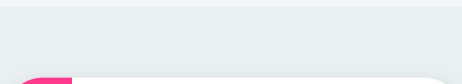

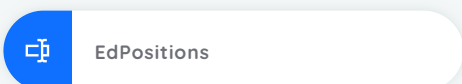


INTRODUCTION PANEL

Coaching Context information

In this part, we will ask you some basic questions about your professional context as a coach, including some personal background information.

FORM

| VARIABLE | COMPONENT | PROMPT |
|---|-------------------|---|
|  | Number | What is your age? |
|  | ToggleButtonGroup | With what gender do you identify? |
|  | CheckboxGroup | What race(s) do you identify with? You can choose as many as apply. |
|  | RadioGroup | Are you of Hispanic, Latino, or Spanish origin? |
|  | ToggleButtonGroup | What is the highest level of education you've achieved? |
|  | TextArea | Which teacher preparation program or administrative licensure program did you complete? |
|  | Number | How many years have you worked in education? This includes time as a para, teacher, administrator, etc. Please round up to the next full year. |
|  | TextArea | Name the type of positions you've had during this time. Please be as specific as possible. |
|  | Number | How long have you been working as an instructional coach? You can include time as a coach in the XXXX program, but also any other instructional coaching positions you've had. Please round up to the next full year. |

INTERVIEWER SCRIPT

Script: To start the survey, we will ask you some easy questions about your background and professional context as a coach. These are all short questions to get us started.

NOTE: Make sure to ask follow up questions on the open ended questions!

Extra information and examples for selected questions

For ethnicity: The category "Hispanic, Latino, or Spanish origin" includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures. Examples of these groups include, but are not limited to, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, and Colombian. "Hispanic, Latino or Spanish origin" also includes groups such as Guatemalan, Honduran, Spaniard, Ecuadorian, Peruvian, Venezuelan, etc. If a person is not of Hispanic, Latino, or Spanish origin, answer "No, not of Hispanic, Latino, or Spanish origin".

For highest degree: note that in progress degrees for this question do not count. We only count degrees that have been conferred.

For licensure: Probe a bit for name of program, institution, and what license it led to.

Examples (Teach for America, University of Hawaii at Manoa, special education k-12; XXXX Utah State University, special education mild moderate; teaching and learning, USU, administrative supervisory license).

For years in education: Only paid positions count here. Do not count: practicum experiences, student teaching, peer tutoring experiences (unless they got paid).

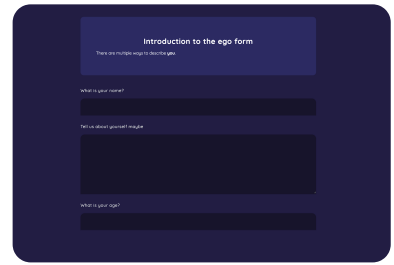
For positions: We do want coaches to be specific. They can think about grade levels taught, specific subjects, etc.

Examples (High school resource special education math; 3rd grade general education; inclusive preschool teacher; elementary resource special educator

6th grade general ed mathematics.)

2

Coaching Setting and Job Context












INTRODUCTION PANEL

Coaching Setting and Context

Now, we'll ask you some questions about your coaching setting and the context surrounding your job as a coach

FORM

| VARIABLE | COMPONENT | PROMPT |
|---|---------------|---|
|  <input type="text" value="SizeDistrict"/> | RadioGroup | What is the size of the school district you work in? |
|  <input type="text" value="TypeDistrict"/> | RadioGroup | What best describes the majority of schools where you provide coaching? |
|  <input type="text" value="CoachLoad"/> | Number | How many beginning teachers are currently on your coaching load? |
|  <input type="text" value="TypeCoachee"/> | TextArea | What kind of positions do the beginning teachers on your coaching load have? Try to be as descriptive as possible. Some examples are: paraeducator in general education; paraeducator in special education; middle school special educator, high school math teacher. |
|  <input type="text" value="Observation_fr"/> | Text | How often do you typically observe a teacher on your caseload? |
|  <input type="text" value="Observation_feedback"/> | CheckboxGroup | How do you typically provide feedback on your observations? |
|  <input type="text" value="FrqMeet"/> | Text | How often do you typically meet with a beginning teacher on your coaching load? |
|  <input type="text" value="LengthMeet"/> | Number | How long is a typical meeting? Provide your answer in approximate minutes. |
|  <input type="text" value="Responsibilities"/> | TextArea | Besides coaching, what other responsibilities do you have in your school or in the district? |

INTERVIEWER SCRIPT

Script: In this next section, we will ask you more questions that will help us contextualize your coaching situation.

NOTE: Make sure to ask follow up questions on the open ended questions!

Extra information and examples for selected questions

For district size: We have no hard and fast rules for size. This is contextual and based on the participants perception.

For school description: We have no hard and fast rules for school status. This is contextual and based on the participants perception.

For descriptions of beginning teacher: Probe a bit if this is left too general; ideally we would like to know special ed vs general ed; student population; grade level; content area.

For observations: We count both formal observations (XXX class assignments or district mandated observations) and informal observations (pop-ins, requests from the coachee, additional supports). however, the observation should have coaching as the intent.

nonexample: the coach goes in to observe a student behavior and take data on a student, but happens to see something the coachee is doing.

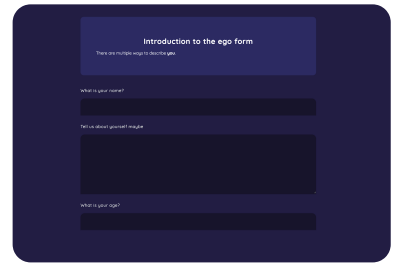
nonexample: the coach is a classroom teacher and is watching the coachee in their role as a para, providing notes from a supervisor perspective.

For meetings: The meeting should include a exchange of information related to instruction/working with students/the teaching profession (teaching strategies, modeling, lesson planning together, problem solving, talking through any issues, feedback on observations, etc.). however, the meeting should have coaching as the intent.

nonexamples: Having lunch, IEP meetings, PLC meetings etc.

3

Job Satisfaction








INTRODUCTION PANEL

Your feelings about being an instructional coach

Now we'll ask some question about your satisfaction as an instructional coach and your intentions to stay on as a coach. These are almost all open ended questions and you can elaborate as much as you like.

FORM

| VARIABLE | COMPONENT | PROMPT |
|---|-------------|--|
|  aspPos | TextArea | Which aspects of being a coach do you enjoy most? |
|  ReasCoach | TextArea | What was the main reason for you to become an instructional coach? |
|  ReasCoachStay | TextArea | What is the main reason for you to stay in your role as an instructional coach? |
|  GetCoach | TextArea | How does being a coach influence your professional life? What do you "get out of" being a coach? |
|  Intent | LikertScale | If solely up to you, how likely are you to stay on as a district coach after this year? |

INTERVIEWER SCRIPT

Script: Being a coach can be tough and rewarding. We want to know more about how you feel about being a coach.

NOTE: Make sure to ask follow up questions on the open ended questions! We do not provide directions here, because we do not want to lead the participants into a certain direction. If a coach seems to be confused about a questions, it's ok to reword the question or talk through what they perceive it to mean.

Extra information and examples for selected questions

For "choice": Imagine a situation where you could choose to be a coach. so, even if your district might not have a new teacher next year that you could coach, we're imagining a situation that there would be someone to coach. Or, even if your role will change next year, imagine it didn't, and there was time provided for you to coach.

4

Name Generator

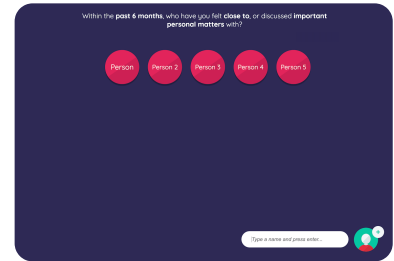
SUBJECT



Person

VARIABLES

name



QUICK ADD

VARIABLE



name

TYPE

text

PROMPTS

1. Think of colleagues you interact with fairly frequently. Please "name" between 10-25 colleagues by either using nicknames or initials that you will be able to remember later.

BEHAVIOURS

| | |
|------------------------|----|
| MAXIMUM NODES ON STAGE | 25 |
| MINIMUM NODES ON STAGE | 10 |

INTERVIEWER SCRIPT

Script: Now we're moving on to the next section of the survey. This task asks you to name between 10 and 25 colleagues that you interact with fairly frequently. Please do not use their real names, but provide nicknames or initials that you can remember later. There will be questions about each of your colleagues in the next section.

NOTE: Participants can type and use the enter key to add a name. The minimum is 10, the survey will not go forward with less names.

Extra information and examples for selected questions

If participants have a hard time coming up with at least 10 people, you can help them by mentioning support personnel (secretary; lunch lady; janitor) or colleagues at different schools.

5

Alter_Information

SUBJECT



Person




VARIABLES

Gender, name, SchoolRole




PROMPTS

- Please indicate the gender of your colleagues, to the best of your knowledge.

| | |
|-------------------|--|
| VARIABLE |  Gender |
| BIN SORT ORDER | 1.  name (ascending) |
| BUCKET SORT ORDER | 1.  name (ascending) |

- What is each of your colleagues' role within the school system?

| | |
|----------|--|
| VARIABLE |  SchoolRole |
|----------|--|

INTERVIEWER SCRIPT

Script: Tells us a little bit more about your colleagues! These are drag and drop sections. If you make a mistake, you can click on the bucket and move a colleague to a different bucket.

NOTE: Before you move on to the next page, please prompt the participant to check the content of each of the buckets (by clicking on them and checking the names).

Extra information and examples for selected questions

For Gender: To the best of your knowledge.... if they are unsure, you can ask if they know the person's preferred pronouns.

6

AlterInfo_1

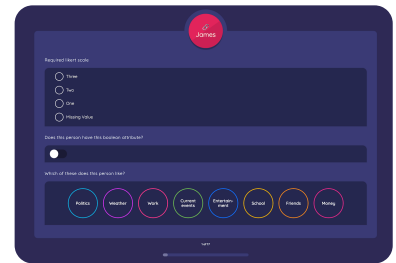
SUBJECT



Person

VARIABLES

Ethnicity, Race, SupportType, YearsExp







INTRODUCTION PANEL

Your colleagues

We will now ask some additional questions about your colleagues. Please answer the questions to reflect the best of your knowledge.

FORM

| VARIABLE | COMPONENT | PROMPT |
|---|-------------------|--|
|  Race | CheckboxGroup | Indicate this colleagues' race, to the best of your knowledge. |
|  Ethnicity | Toggle | To the best of your knowledge, is this colleague of Hispanic, Latino, or Spanish origin? |
|  YearsExp | Number | How long has this colleague been in the field? |
|  SupportType | ToggleButtonGroup | What type(s) of support does this colleague provide? |

INTERVIEWER SCRIPT

Script: There's more to your colleagues! Now we will fill out a card for each of them with some more background information. I will share a document with you that has definitions and example of the different types of support we are asking about. Take a second to read through the document and ask questions if anything is unclear.

NOTE: Make sure to put the word document in the chat at this point. (You have the participant's email in case the chat is not functional).

Extra information and examples for selected questions

For ethnicity: The category "Hispanic, Latino, or Spanish origin" includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures. Examples of these groups include, but are not limited to, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, and Colombian. "Hispanic, Latino or Spanish origin" also includes groups such as Guatemalan, Honduran, Spaniard, Ecuadorian, Peruvian, Venezuelan, etc. If a person is not of Hispanic, Latino, or Spanish origin, answer "No, not of Hispanic, Latino, or Spanish origin".

For years in education: Only paid positions count here. Do not count: practicum experiences, student teaching, peer tutoring experiences (unless they got paid).

For support: This is where you have the cheat-sheet. Participants can choose one or more types.

7

Professional Support



| | |
|------------------|---|
| SUBJECT | Person |
| VARIABLES | PS_Fr, PS_Value, School_Position, SupportType |

NETWORK FILTERING

RULES Person where SupportType includes **Professional**

PROMPTS

- How often do they provide you with professional support?

| | |
|--------------------------|---------------------------------|
| VARIABLE | PS_Fr |
| BUCKET SORT ORDER | 1. School_Position (ascending) |
- How helpful is the professional support your colleagues provide?

| | |
|--------------------------|------------------------|
| VARIABLE | PS_Value |
| BUCKET SORT ORDER | 1. PS_Fr (descending) |

INTERVIEWER SCRIPT

Script: A lot of colleagues provide you with professional support. The next questions ask you how frequently they do this, and how helpful you think it is. You can drag each colleagues' name to the correct category. You will be able to change their categories if you need to.

NOTE:

Extra information and examples for selected questions

For helpful: This is just based on perception. It is possible that professional support provided is not perceived as helpful (organization tips that don't align with personality; coaching tips based on pseudoscience, etc.)

8

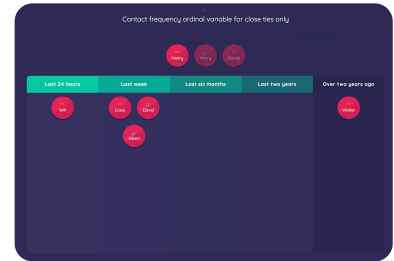
Social Support

SUBJECT

 Person

VARIABLES

School_Position, SS_Fr, SS_Value, SupportType



NETWORK FILTERING

RULES

 Person

where



SupportType

includes **Social**

PROMPTS

- How often do they provide you with social support?

VARIABLE

 SS_Fr

BUCKET SORT ORDER

1.

 School_Position

(descending)

- How helpful is the social support your colleagues provide?

VARIABLE

 SS_Value

BUCKET SORT ORDER

1.

 SS_Fr

(ascending)

INTERVIEWER SCRIPT

Script: A lot of colleagues provide you with social support. The next questions ask you how frequently they do this, and how helpful you think it is. You can drag each colleagues' name to the correct category. You will be able to change their categories if you need to.

NOTE:


Extra information and examples for selected questions

For helpful: This is just based on perception. It is possible that social support provided is not perceived as helpful (tips on how to deal with colleagues that don't work)



9

Emotional Support




| | |
|------------------|--|
| SUBJECT |  Person |
| VARIABLES | ES_Fr, ES_Value, SupportType |



NETWORK FILTERING

RULES  Person where  SupportType includes **Emotional**

PROMPTS

- How frequently do they provide you with emotional support?

| | |
|-----------------|---|
| VARIABLE |  ES_Fr |
|-----------------|---|
- How helpful is the emotional support your colleagues provide?

| | |
|--------------------------|--|
| VARIABLE |  ES_Value |
| BUCKET SORT ORDER | 1.  ES_Fr (ascending) |

INTERVIEWER SCRIPT


Script: A lot of colleagues provide you with emotional support. The next questions ask you how frequently they do this, and how helpful you think it is. You can drag each colleagues' name to the correct category. You will be able to change their categories if you need to.

NOTE:

Extra information and examples for selected questions

10






Edge Maker

| | |
|------------------|--|
| SUBJECT |  Person |
| VARIABLES | closeness |



PROMPTS

1. Indicate how connected you feel to each of your colleagues by placing them on the circle. Then tap on two names to indicate you think they interact with each other without you being present.

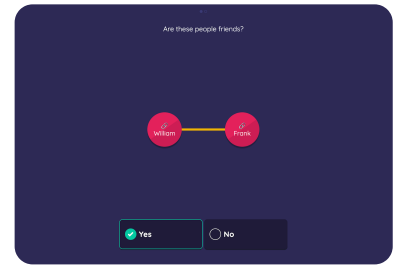
| | |
|---------------------------|---|
| LAYOUT VARIABLE |  closeness |
| CREATES EDGE |  Colleague |
| ALLOW HIGHLIGHTING | FALSE |
| SORT BY PROPERTY | <ol style="list-style-type: none">1.  ES_Value (descending)2.  PS_Value (descending)3.  SS_Value (descending) |

INTERVIEWER SCRIPT

Empty area for the interviewer script.

11

ties generators



INTRODUCTION PANEL

Wrap up

In the previous section, you indicated how close you feel to your colleagues and made ties if you think your colleagues interact with each other without you being present. In this following section, we want to make sure you didn't miss any ties. We will go through the remaining pairs for you to check if you missed any.

PROMPTS

1. Do these two colleagues interact with each other without you being present?

CREATES EDGE

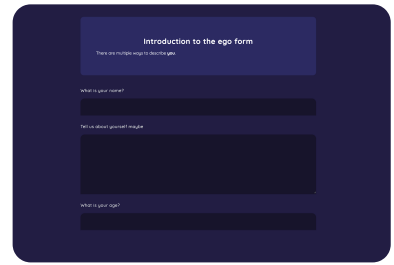
🔗 Colleague

INTERVIEWER SCRIPT

This is a check to see where these notes come up

12

Data Permissions



INTRODUCTION PANEL

Sharing your data

Thank you for your participation in our research project. We would like to share data from this project with the wider public. We will never share your name, or other identifiable information about your colleagues.

FORM

VARIABLE



Data_perm

COMPONENT

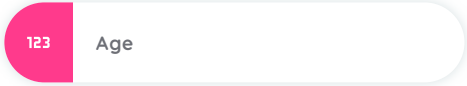

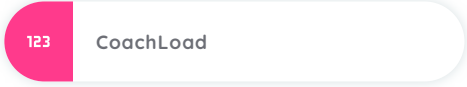
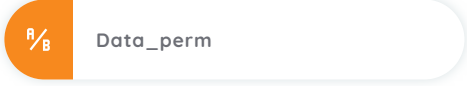
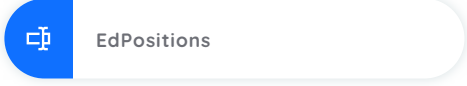

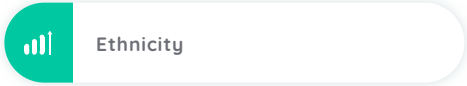
Toggle






PROMPT








Can we share your deidentified data?






INTERVIEWER SCRIPT

Ego

| Name | Type | Used In | | | | | | | | | | |
|--|--|----------------------------------|-------|---|------------|---|----------|---|--------------|---|-------------------------------------|--|
|  123 Age | number | Coach information | | | | | | | | | | |
|  aspPos | text | Job Satisfaction | | | | | | | | | | |
|  123 CoachLoad | number | Coaching Setting and Job Context | | | | | | | | | | |
|  R/B Data_perm | boolean | Data Permissions | | | | | | | | | | |
|  EdPositions | text | Coach information | | | | | | | | | | |
|  EducationLevel | categoryal | Coach information | | | | | | | | | | |
| | <table border="1"><thead><tr><th>VALUE</th><th>LABEL</th></tr></thead><tbody><tr><td>0</td><td>Bachelor's</td></tr><tr><td>1</td><td>Master's</td></tr><tr><td>2</td><td>Specialist's</td></tr><tr><td>3</td><td>PhD or professional degree (MD, JD)</td></tr></tbody></table> | VALUE | LABEL | 0 | Bachelor's | 1 | Master's | 2 | Specialist's | 3 | PhD or professional degree (MD, JD) | |
| VALUE | LABEL | | | | | | | | | | | |
| 0 | Bachelor's | | | | | | | | | | | |
| 1 | Master's | | | | | | | | | | | |
| 2 | Specialist's | | | | | | | | | | | |
| 3 | PhD or professional degree (MD, JD) | | | | | | | | | | | |
|  Ethnicity | ordinal | Coach information | | | | | | | | | | |
| | <table border="1"><thead><tr><th>VALUE</th><th>LABEL</th></tr></thead><tbody><tr><td>0</td><td>No</td></tr><tr><td>1</td><td>Yes</td></tr></tbody></table> | VALUE | LABEL | 0 | No | 1 | Yes | | | | | |
| VALUE | LABEL | | | | | | | | | | | |
| 0 | No | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | |

| Name | Type | Used In | | | | | | | | | | | | | | |
|--|--|----------------------------------|-------|---|---------------|---|--------|---|------------------|---|------------------------|---|--------------------|------------------|------------------------|-------------------|
|  Female | categorical <table border="1" data-bbox="687 295 1120 768"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Female</td> </tr> <tr> <td>0</td> <td>Male</td> </tr> <tr> <td>3</td> <td>Transgender</td> </tr> <tr> <td>4</td> <td>Genderqueer/non-binary</td> </tr> <tr> <td>5</td> <td>Different identity</td> </tr> <tr> <td>6</td> <td>I prefer not to answer</td> </tr> </tbody> </table> | VALUE | LABEL | 1 | Female | 0 | Male | 3 | Transgender | 4 | Genderqueer/non-binary | 5 | Different identity | 6 | I prefer not to answer | Coach information |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 1 | Female | | | | | | | | | | | | | | | |
| 0 | Male | | | | | | | | | | | | | | | |
| 3 | Transgender | | | | | | | | | | | | | | | |
| 4 | Genderqueer/non-binary | | | | | | | | | | | | | | | |
| 5 | Different identity | | | | | | | | | | | | | | | |
| 6 | I prefer not to answer | | | | | | | | | | | | | | | |
|  FrqMeet | text | Coaching Setting and Job Context | | | | | | | | | | | | | | |
|  GetCoach | text | Job Satisfaction | | | | | | | | | | | | | | |
|  Intent | ordinal <table border="1" data-bbox="687 1144 1083 1494"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>highly likely</td> </tr> <tr> <td>3</td> <td>likely</td> </tr> <tr> <td>2</td> <td>I'm not sure yet</td> </tr> <tr> <td>1</td> <td>unlikely</td> </tr> <tr> <td>0</td> <td>highly unlikely</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | highly likely | 3 | likely | 2 | I'm not sure yet | 1 | unlikely | 0 | highly unlikely | Job Satisfaction | | |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 4 | highly likely | | | | | | | | | | | | | | | |
| 3 | likely | | | | | | | | | | | | | | | |
| 2 | I'm not sure yet | | | | | | | | | | | | | | | |
| 1 | unlikely | | | | | | | | | | | | | | | |
| 0 | highly unlikely | | | | | | | | | | | | | | | |
|  LengthMeet | number | Coaching Setting and Job Context | | | | | | | | | | | | | | |




| Name | Type | Used In | | | | | | | | | | | | | | | | |
|--|--|----------------------------------|-------|---|-------|---|----------------------|---|----------------------------------|---|------------|---|-------------------------------------|----------------------------------|-----------------|---|------------------------|-------------------|
|  Observation_feedback | categorical <table border="1" data-bbox="687 297 1120 678"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Email</td> </tr> <tr> <td>1</td> <td>Face-to-face meeting</td> </tr> <tr> <td>2</td> <td>Virtual meeting</td> </tr> <tr> <td>3</td> <td>Phone call</td> </tr> <tr> <td>4</td> <td>Other</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Email | 1 | Face-to-face meeting | 2 | Virtual meeting | 3 | Phone call | 4 | Other | Coaching Setting and Job Context | | | | |
| VALUE | LABEL | | | | | | | | | | | | | | | | | |
| 0 | Email | | | | | | | | | | | | | | | | | |
| 1 | Face-to-face meeting | | | | | | | | | | | | | | | | | |
| 2 | Virtual meeting | | | | | | | | | | | | | | | | | |
| 3 | Phone call | | | | | | | | | | | | | | | | | |
| 4 | Other | | | | | | | | | | | | | | | | | |
|  Observation_fr | text | Coaching Setting and Job Context | | | | | | | | | | | | | | | | |
|  PrepProgram | text | Coach information | | | | | | | | | | | | | | | | |
|  Race | categorical <table border="1" data-bbox="687 1055 1120 1619"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>White</td> </tr> <tr> <td>1</td> <td>Black</td> </tr> <tr> <td>2</td> <td>American Indian or Alaska Native</td> </tr> <tr> <td>3</td> <td>Asian</td> </tr> <tr> <td>4</td> <td>Native Hawaiian or Pacific Islander</td> </tr> <tr> <td>5</td> <td>Some other race</td> </tr> <tr> <td>6</td> <td>I prefer not to answer</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | White | 1 | Black | 2 | American Indian or Alaska Native | 3 | Asian | 4 | Native Hawaiian or Pacific Islander | 5 | Some other race | 6 | I prefer not to answer | Coach information |
| VALUE | LABEL | | | | | | | | | | | | | | | | | |
| 0 | White | | | | | | | | | | | | | | | | | |
| 1 | Black | | | | | | | | | | | | | | | | | |
| 2 | American Indian or Alaska Native | | | | | | | | | | | | | | | | | |
| 3 | Asian | | | | | | | | | | | | | | | | | |
| 4 | Native Hawaiian or Pacific Islander | | | | | | | | | | | | | | | | | |
| 5 | Some other race | | | | | | | | | | | | | | | | | |
| 6 | I prefer not to answer | | | | | | | | | | | | | | | | | |
|  ReasCoach | text | Job Satisfaction | | | | | | | | | | | | | | | | |
|  ReasCoachStay | text | Job Satisfaction | | | | | | | | | | | | | | | | |
|  Responsibilities | text | Coaching Setting and Job Context | | | | | | | | | | | | | | | | |




| Name | Type | Used In | | | | | | | | |
|--|---|----------------------------------|-------|---|-------|---|----------|---|-------|----------------------------------|
|  SizeDistrict | ordinal <table border="1"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Small</td> </tr> <tr> <td>1</td> <td>Medium</td> </tr> <tr> <td>2</td> <td>Large</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Small | 1 | Medium | 2 | Large | Coaching Setting and Job Context |
| VALUE | LABEL | | | | | | | | | |
| 0 | Small | | | | | | | | | |
| 1 | Medium | | | | | | | | | |
| 2 | Large | | | | | | | | | |
|  TypeCoachee | text | Coaching Setting and Job Context | | | | | | | | |
|  TypeDistrict | ordinal <table border="1"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Rural</td> </tr> <tr> <td>1</td> <td>Suburban</td> </tr> <tr> <td>2</td> <td>Urban</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Rural | 1 | Suburban | 2 | Urban | Coaching Setting and Job Context |
| VALUE | LABEL | | | | | | | | | |
| 0 | Rural | | | | | | | | | |
| 1 | Suburban | | | | | | | | | |
| 2 | Urban | | | | | | | | | |
|  YrCoach | number | Coach information | | | | | | | | |
|  YrExperience | number | Coach information | | | | | | | | |






Person

| Name | Type | Used In | | | | | | | | | | | | |
|---|---|--|-------|---|----------------|---|------------------|---|----------------------|-------------------|-------------------|---|------------------------|--|
|  closeness | layout | Edge Maker | | | | | | | | | | | | |
|  ES_Fr | ordinal <table border="1" data-bbox="686 582 1157 996"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Daily</td> </tr> <tr> <td>3</td> <td>2-4 times a week</td> </tr> <tr> <td>2</td> <td>Once a week (weekly)</td> </tr> <tr> <td>1</td> <td>1-2 times a month</td> </tr> <tr> <td>0</td> <td>Every couple of months</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Daily | 3 | 2-4 times a week | 2 | Once a week (weekly) | 1 | 1-2 times a month | 0 | Every couple of months | Emotional Support Emotional Support |
| VALUE | LABEL | | | | | | | | | | | | | |
| 4 | Daily | | | | | | | | | | | | | |
| 3 | 2-4 times a week | | | | | | | | | | | | | |
| 2 | Once a week (weekly) | | | | | | | | | | | | | |
| 1 | 1-2 times a month | | | | | | | | | | | | | |
| 0 | Every couple of months | | | | | | | | | | | | | |
|  ES_Value | ordinal <table border="1" data-bbox="686 1097 1125 1444"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Always Helpful</td> </tr> <tr> <td>3</td> <td>Mostly Helpful</td> </tr> <tr> <td>2</td> <td>Sometimes Helpful</td> </tr> <tr> <td>1</td> <td>Rarely Helpful</td> </tr> <tr> <td>0</td> <td>Never Helpful</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Always Helpful | 3 | Mostly Helpful | 2 | Sometimes Helpful | 1 | Rarely Helpful | 0 | Never Helpful | Emotional Support |
| VALUE | LABEL | | | | | | | | | | | | | |
| 4 | Always Helpful | | | | | | | | | | | | | |
| 3 | Mostly Helpful | | | | | | | | | | | | | |
| 2 | Sometimes Helpful | | | | | | | | | | | | | |
| 1 | Rarely Helpful | | | | | | | | | | | | | |
| 0 | Never Helpful | | | | | | | | | | | | | |
|  Ethnicity | boolean | AlterInfo_1 | | | | | | | | | | | | |
|  Gender | categorical <table border="1" data-bbox="686 1680 989 1915"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Male</td> </tr> <tr> <td>1</td> <td>Female</td> </tr> <tr> <td>2</td> <td>Other</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Male | 1 | Female | 2 | Other | Alter_Information | | | | |
| VALUE | LABEL | | | | | | | | | | | | | |
| 0 | Male | | | | | | | | | | | | | |
| 1 | Female | | | | | | | | | | | | | |
| 2 | Other | | | | | | | | | | | | | |
|  name | text | Name Generator Alter_Information Alter_Information | | | | | | | | | | | | |

| Name | Type | Used In | | | | | | | | | | | | | | |
|---|--|---------|-------|---|----------------|---|------------------|---|----------------------------------|---|-------------------|---|-------------------------------------|--|-------|-------------|
|  PS_Fr | ordinal <table border="1" data-bbox="687 293 1150 707"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Daily</td> </tr> <tr> <td>3</td> <td>2-3 times a week</td> </tr> <tr> <td>2</td> <td>Once a week (weekly)</td> </tr> <tr> <td>1</td> <td>1-2 times a month</td> </tr> <tr> <td>0</td> <td>Every couple of months</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Daily | 3 | 2-3 times a week | 2 | Once a week (weekly) | 1 | 1-2 times a month | 0 | Every couple of months | Professional Support Professional Support | | |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 4 | Daily | | | | | | | | | | | | | | | |
| 3 | 2-3 times a week | | | | | | | | | | | | | | | |
| 2 | Once a week (weekly) | | | | | | | | | | | | | | | |
| 1 | 1-2 times a month | | | | | | | | | | | | | | | |
| 0 | Every couple of months | | | | | | | | | | | | | | | |
|  PS_Value | ordinal <table border="1" data-bbox="687 806 1121 1155"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Always helpful</td> </tr> <tr> <td>3</td> <td>Mostly helpful</td> </tr> <tr> <td>2</td> <td>Sometimes helpful</td> </tr> <tr> <td>1</td> <td>Rarely helpful</td> </tr> <tr> <td>0</td> <td>Never helpful</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Always helpful | 3 | Mostly helpful | 2 | Sometimes helpful | 1 | Rarely helpful | 0 | Never helpful | Professional Support | | |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 4 | Always helpful | | | | | | | | | | | | | | | |
| 3 | Mostly helpful | | | | | | | | | | | | | | | |
| 2 | Sometimes helpful | | | | | | | | | | | | | | | |
| 1 | Rarely helpful | | | | | | | | | | | | | | | |
| 0 | Never helpful | | | | | | | | | | | | | | | |
|  Race | categorical <table border="1" data-bbox="687 1254 1150 1727"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>White</td> </tr> <tr> <td>1</td> <td>Black</td> </tr> <tr> <td>2</td> <td>American Indian or Alaska Native</td> </tr> <tr> <td>3</td> <td>Asian</td> </tr> <tr> <td>4</td> <td>Native Hawaiian or Pacific Islander</td> </tr> <tr> <td>5</td> <td>Other</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | White | 1 | Black | 2 | American Indian or Alaska Native | 3 | Asian | 4 | Native Hawaiian or Pacific Islander | 5 | Other | AlterInfo_1 |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 0 | White | | | | | | | | | | | | | | | |
| 1 | Black | | | | | | | | | | | | | | | |
| 2 | American Indian or Alaska Native | | | | | | | | | | | | | | | |
| 3 | Asian | | | | | | | | | | | | | | | |
| 4 | Native Hawaiian or Pacific Islander | | | | | | | | | | | | | | | |
| 5 | Other | | | | | | | | | | | | | | | |

| Name | Type | Used In | | | | | | | | | | | | | | |
|---|---|---------|-------|---|-----------|---|------------------|---|----------------------|---|-----------------------------|---|------------------------|--|-------|-------------------|
|  School_Position | ordinal <table border="1"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Principal</td> </tr> <tr> <td>1</td> <td>Para</td> </tr> <tr> <td>2</td> <td>Sped Teacher</td> </tr> <tr> <td>3</td> <td>Gened Teacher</td> </tr> <tr> <td>4</td> <td>Administrative Staff</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Principal | 1 | Para | 2 | Sped Teacher | 3 | Gened Teacher | 4 | Administrative Staff | Professional Support Social Support | | |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 0 | Principal | | | | | | | | | | | | | | | |
| 1 | Para | | | | | | | | | | | | | | | |
| 2 | Sped Teacher | | | | | | | | | | | | | | | |
| 3 | Gened Teacher | | | | | | | | | | | | | | | |
| 4 | Administrative Staff | | | | | | | | | | | | | | | |
|  SchoolRole | categorical <table border="1"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Principal</td> </tr> <tr> <td>2</td> <td>Teacher</td> </tr> <tr> <td>3</td> <td>Para</td> </tr> <tr> <td>4</td> <td>Administrative School Staff</td> </tr> <tr> <td>5</td> <td>District personnel</td> </tr> <tr> <td>6</td> <td>Other</td> </tr> </tbody> </table> | VALUE | LABEL | 1 | Principal | 2 | Teacher | 3 | Para | 4 | Administrative School Staff | 5 | District personnel | 6 | Other | Alter_Information |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 1 | Principal | | | | | | | | | | | | | | | |
| 2 | Teacher | | | | | | | | | | | | | | | |
| 3 | Para | | | | | | | | | | | | | | | |
| 4 | Administrative School Staff | | | | | | | | | | | | | | | |
| 5 | District personnel | | | | | | | | | | | | | | | |
| 6 | Other | | | | | | | | | | | | | | | |
|  SS_Fr | ordinal <table border="1"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Daily</td> </tr> <tr> <td>3</td> <td>2-4 times a week</td> </tr> <tr> <td>2</td> <td>Once a week (weekly)</td> </tr> <tr> <td>1</td> <td>1-2 times a month</td> </tr> <tr> <td>0</td> <td>Every couple of months</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Daily | 3 | 2-4 times a week | 2 | Once a week (weekly) | 1 | 1-2 times a month | 0 | Every couple of months | Social Support Social Support | | |
| VALUE | LABEL | | | | | | | | | | | | | | | |
| 4 | Daily | | | | | | | | | | | | | | | |
| 3 | 2-4 times a week | | | | | | | | | | | | | | | |
| 2 | Once a week (weekly) | | | | | | | | | | | | | | | |
| 1 | 1-2 times a month | | | | | | | | | | | | | | | |
| 0 | Every couple of months | | | | | | | | | | | | | | | |

| Name | Type | Used In | | | | | | | | | | | | |
|--|---|-------------|-------|---|----------------|---|----------------|---|-------------------|--|----------------|---|---------------|----------------|
|  SS_Value | ordinal <table border="1" data-bbox="687 295 1126 645"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Always Helpful</td> </tr> <tr> <td>3</td> <td>Mostly Helpful</td> </tr> <tr> <td>2</td> <td>Sometimes Helpful</td> </tr> <tr> <td>1</td> <td>Rarely Helpful</td> </tr> <tr> <td>0</td> <td>Never Helpful</td> </tr> </tbody> </table> | VALUE | LABEL | 4 | Always Helpful | 3 | Mostly Helpful | 2 | Sometimes Helpful | 1 | Rarely Helpful | 0 | Never Helpful | Social Support |
| VALUE | LABEL | | | | | | | | | | | | | |
| 4 | Always Helpful | | | | | | | | | | | | | |
| 3 | Mostly Helpful | | | | | | | | | | | | | |
| 2 | Sometimes Helpful | | | | | | | | | | | | | |
| 1 | Rarely Helpful | | | | | | | | | | | | | |
| 0 | Never Helpful | | | | | | | | | | | | | |
|  SupportType | categorical <table border="1" data-bbox="687 743 1050 976"> <thead> <tr> <th>VALUE</th> <th>LABEL</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Professional</td> </tr> <tr> <td>1</td> <td>Social</td> </tr> <tr> <td>2</td> <td>Emotional</td> </tr> </tbody> </table> | VALUE | LABEL | 0 | Professional | 1 | Social | 2 | Emotional | AlterInfo_1 Professional Support Social Support Emotional Support | | | | |
| VALUE | LABEL | | | | | | | | | | | | | |
| 0 | Professional | | | | | | | | | | | | | |
| 1 | Social | | | | | | | | | | | | | |
| 2 | Emotional | | | | | | | | | | | | | |
|  YearsExp | number | AlterInfo_1 | | | | | | | | | | | | |



Colleague

| Name | Type | Used In |
|------|------|---------|
|------|------|---------|

No variables to display.